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# ENG 3401-001: Methods of Teaching Composition in Secondary Schools

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**ENG3401: Methods of Teaching Composition in Secondary Schools**  
**Fall 2007**

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 Hours: Mondays and Wednesdays 12:30--2:00 p.m.  
 4:15 p.m.--4:45 p.m.

**Course Description:** This course explores approaches to the teaching and evaluating of written composition in secondary schools.

**Course Objectives:** Following NCTE Guidelines and Illinois Content Area Standards this course will:

1. demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;
2. recognize the impact of cultural, economic, and social environments upon language;
3. show a respect for and an understanding of diversity in language use, patterns, dialects, across cultures, ethnic groups, geographic regions, and social roles;
4. demonstrate the influence of language and visual images on thinking and composition;
5. demonstrate how written discourse can influence thought and action;
6. display an understanding of the role of technology in communication;
7. use major sources of research and theory and understand the relationship between research and practice;
8. examine, evaluate, and select resources;
9. design instruction to meet the needs of all students and provide for students' continuous progress and success;
10. organize classroom environments and learning experiences that promote effective whole class, small group, and individual work;
11. create learning environments that promote respect for and support of individual differences of ethnicity, race, language, culture, gender, and ability;
12. use assessment as an integral part of instruction and learning.

**Required Texts and Materials:**

Atwell, Nancy. *In the Middle: New Understandings about Writing Reading and Learning*. 2<sup>nd</sup> ed. Portsmouth, NH: Heinemann, 1998.

Kirby, Dan et al. *Inside Out: Strategies for Teaching Writing*. 3<sup>rd</sup> ed. Portsmouth, NJ: Heinemann, 2003.  
 Maxwell, Rhoda J. and Mary Jordan Meiser. *Teaching English in Middle and Secondary Schools*. 4<sup>th</sup> ed. Columbus, OH: Pearson, 2005.

Romano, Tom. *Blending Genre, Altering Style*. Portsmouth, NJ: Heinemann, 2000.  
 USB-compatible device for saving documents (i.e. a jump drive)

**Course Requirements:** You must complete all parts of all major assignments to be eligible to pass the class. Major assignments include all assignments except for most daily work and response papers. Attendance is mandatory. More detailed assignment instructions will be provided for major assignments. In accordance with NCATE content-area guidelines, five clinical experience hours, in addition to required College of Education hours, are required for course completion. Also, College of Education Live Text requirements apply.

#### Daily Work/Participation

*Response papers*--Respond to assigned readings. **Cite the pages to which you refer.** Submit a hard copy of each response on the assigned due date.

*Daily work*-- Daily work includes in-class writing, peer response, informal group work, oral presentations, and individual activities.

*Participation*—Students will be assigned a weekly participation score of up to five points. Students who come prepared to each class day and participate in class activities will earn all possible points. Points may be deducted due to tardiness, lack of participation, failure to bring texts and other needed materials to class, and/or behavior that distracts from class activities.

#### Writing Pedagogy Essay

*Research Essay on Writing Pedagogy & Presentation* --Select an area of writing pedagogy to research (i.e. writing-to-learn, Writing-across-the-Curriculum, teaching creative writing, peer responding, revising, literacy, assessing writing, teaching English Language Learners, journaling, teaching persuasive writing, teaching awareness of audience, teaching grammar in context, teaching genre, mini-lessons, publishing student writing, gender issues, collaborative writing, writing with technology). Based on substantive research on your chosen topic, prepare a professional, argument-based paper in MLA or APA style on the issue or practice you selected. Include a Works Cited page. Blend information from your research with assigned readings and your experiences with students to make an assertion. Allow 10-15 min. for your oral presentation based on the essay. The initial essay grade counts as 20% of your overall course grade. Later, the graded copy and a revision of the essay should be included in your portfolio. Your oral presentation (worth up to 50 daily work points) factors into your daily work grade.

#### Unit Plan Project

(Printed copy turned in to Dr. Binns on the initial due date and revised copy turned in with portfolio; additional revised copy turned in through Live Text is a required course element)

Compose a conceptual unit plan demonstrating your awareness of teaching composition. Use the class readings and discussion, oral presentations, and your research to inform your choices. Your unit plan should reflect knowledge of contemporary practices of teaching writing.

#### Clinical Experience Essay

This reflective essay involves applying what you have learned about teaching writing to your prior and/or current clinical experiences.

#### Professional Portfolio

Table of Contents

Philosophy of Composition Pedagogy

Resume

Revision Self-analysis

Essay on Writing Pedagogy (original graded copy and revision)

Unit Plan (original graded copy and revision)

Clinical Experience Essay

**Attendance:** Because this course emphasizes writing as process and as collaborative activity, attendance is essential. During the projects, your classmates will rely on your feedback. Class exercises and peer review activities (generally worth 10-20 points each) cannot be made up at a later date. After two absences, each additional absence will also result in a penalty of one full letter grade subtracted from your final course grade. For an absence to be excused, bring proper verification (written documentation approved by me) for illness or emergency. If it is an excused absence, attending a pre-approved workshop or lecture appropriate to the course description can make up the time (but not work missed). Perfect attendance merits the addition of 20 extra-credit points to the daily work points earned (before the daily work score is averaged).

**Course Grade:** Penalties for excessive absences will be deducted as described in the “Attendance” section. Otherwise, your final course grade will be determined by the following:

Daily Work	20%
Clinical Experience Essay	20%
Essay on Writing Pedagogy	20%
Unit Plan	20%
Portfolio (organization, appeal, labeling, quality of documents)	20%

A= 90% to 100%

B= 80% to 89%

C= 70% to 79%

D= 60% to 69%

F= 0% to 59%

**Late Work:** Late work that is not excused before its due date will be penalized by 10% of the maximum possible score for each day it is late (excluding weekend days). Assignments, including drafts, are due at the beginning of class. Work turned in after the beginning of class may be penalized by up to 10% of the maximum possible points. Computer Classroom printers are for in-class activities only, so bring hard copies of your assignments to class. E-mail attachments will not be accepted as substitutes for hard copies of your work. Computer and printer problems are not an excuse for turning in late work, so draft and print well in advance.

**Plagiarism:** In accordance with English Department and University policies, “Any teacher who discovers an act of plagiarism—‘The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation as one’s original work’ (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty up to and including immediate assignment of the grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.”

The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else’s work. If you believe that a specific instance in your writing might constitute plagiarism, please consult me prior to turning in the final draft.

**Students with Disabilities:** If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services.

## English 3401 Course Schedule

This schedule is subject to additions and changes at my discretion. Assignments are due on the date that they appear on the schedule. Unless otherwise indicated, response papers should respond to the assigned reading for that class day.

- 8-20 Course Introduction
- 8-22 *Teaching English in Middle and Secondary Schools* Chapters 1-2  
Response paper due
- 8-27 *Teaching English in Middle and Secondary Schools* Chapters 3-4  
Response paper due
- 8-29 *Teaching English in Middle and Secondary Schools* Chapter 5  
Work on resume draft in class
- 9-5 *Teaching English in Middle and Secondary Schools* Chapters 6-7  
Response paper due  
**Resume draft due for peer response**
- 9-10 *Teaching English in Middle and Secondary Schools* Chapters 8-9  
Response Paper due
- 9-12 *Teaching English in Middle and Secondary Schools* Chapters 12-13
- 9-17 *Teaching English in Middle and Secondary Schools* Chapter 14  
Response Paper due
- 9-19 *Inside Out: Strategies for Teaching Writing* Chapters 1-3
- 9-24 *Inside Out: Strategies for Teaching Writing* Chapters 4-6  
Response Paper due
- 9-26 *Inside Out: Strategies for Teaching Writing* Chapters 7-9
- 10-1 **Writing Pedagogy Essay draft due for peer response**
- 10-3 *Inside Out: Strategies for Teaching Writing* Chapter 10  
**Writing Pedagogy Essay due**  
Work on Oral Presentations in class
- 10-8 *Inside Out: Strategies for Teaching Writing* Chapters 11-13  
Response paper due  
Prepare for Oral Presentations
- 10-10 *Inside Out: Strategies for Teaching Writing* Chapters 14-16  
Prepare for Oral Presentations

- 10-15 *Blending Genre, Altering Style* Introduction and Chapters 1-4  
Oral Presentations begin
- 10-17 *Blending Genre, Altering Style* Chapters 5-8  
Oral Presentations continue
- 10-22 *Blending Genre, Altering Style* Chapters 9-12  
Oral Presentations continue
- 10-24 *Blending Genre, Altering Style* Chapters 13-16  
Oral Presentations continue
- 10-29 *Blending Genre, Altering Style* Chapters 17-20  
Oral Presentations continue
- 10-31 *Blending Genre, Altering Style* Chapters 21-24  
Response paper due to all of *Blending Genre, Altering Style*  
Work on Unit Plan
- 11-5 *In the Middle: New Understandings about Writing Reading and Learning* Chapters 1-2  
Response paper due  
Work on Unit Plan
- 11-7 *In the Middle: New Understandings about Writing Reading and Learning* Chapter 3  
**Unit Plan draft due for peer response**
- 11-12 *In the Middle: New Understandings about Writing Reading and Learning* Chapters 4-5  
**Revised Unit Plan draft due for peer response**
- 11-14 *In the Middle: New Understandings about Writing Reading and Learning* Chapters 6-7  
**Unit Plan due**
- 11-26 *In the Middle: New Understandings about Writing Reading and Learning* Chapters 8-9  
Response Paper due
- 11-28 *In the Middle: New Understandings about Writing Reading and Learning* Chapter 10  
**Philosophy of Composition Pedagogy draft due for peer response**
- 12-3 *In the Middle: New Understandings about Writing Reading and Learning* Chapters 11-12  
**Clinical Experience Essay draft due for peer response**
- 12-5 *In the Middle: New Understandings about Writing Reading and Learning* Chapters 13-14  
**Portfolio due**  
**Live Text version of Unit Plan due to Dr. Binns**